

Writing Year 4

Skill	Autumn	Spring	Summer
To use imaginative description	Can use alliteration and similes to create effect in different genres without prompting.	Can create own metaphors and use them in sentences.	Can use alliteration, similes and metaphors to create effect within their own writing independently.
	- Can use adjectives and prepositions independently – deciding when it is best to use them. - Can begin to use expanded O. - noun phrases – before and after the noun (e.g. the strict maths teacher with the curly hair.)	- Can use own ambitious synonyms and antonyms to improve word choice - Can begin to expand noun phrases – before and after the noun making more ambitious choices	Can use expanded noun phrases – before and after the noun
	Understand the term ‘pronoun’ and can list different pronouns and use these in shared writing.	Can decide when to use different pronouns in sentences – may be some repetition at this stage.	Can use a range of appropriate nouns and pronouns to aid cohesion and avoid repetition.
		Can understand what a determiner is and list a number of them (the, those, that, this)	Can begin to select the appropriate determiners for their writing
		Can write a series of basic paragraphs indicating that they have some understanding of when to start a new paragraph.	- Can use paragraphs appropriately - Can write a concluding paragraph but may be too brief or too long.
To organise writing appropriately	Can create a paragraph about one theme/idea.	Can write a series of basic paragraphs indicating that they have some understanding of when to start a new paragraph.	- Can use paragraphs appropriately - Can write a concluding paragraph but may be too brief or too long.
	Can use own headings in non-fiction writing.	Can use own headings in non-fiction writing and can keep writing mostly relevant to the heading.	Can use bullet points in their writing after modelling.
	- Can plan their writing discussing and recording ideas in detail and considering different factors (e.g. vocabulary, punctuation, structure, descriptive techniques.) - Can write fiction or non-fiction based on plan expanding on ideas.	Can plan writing by discussing writing that is similar to what they are going to write	Can plan writing by discussing writing that is similar to what they are going to write including the authors use of structure, vocabulary and grammar.
To use sentences appropriately	Can write nouns and verbs that agree some of the time.	Can write nouns and verbs that agree most of the time (including I was/we were, I have/he has).	Can write nouns and verbs that agree consistently including we were/ I did.

	- Can express time, place and cause using conjunctions (or, and, but, when, because, if, after, while, also.) - Can expresses time, place and cause using adverbs (e.g. then, next, soon, therefore) <i>See further examples at end of document</i> - Can expresses time, place and cause using prepositions (e.g. before, after, during, in, because of)	- Can expresses time, place and cause using conjunctions with growing confidence (e.g. when, before, after, while, so, because, when, if, although, as well as), - Can expresses time, place and cause using adverbs with growing confidence (e.g. then, next, soon, therefore) <i>See further examples at end of document</i> - Can expresses time, place and cause using prepositions with growing confidence (e.g. before, after, during, in, because of)	Can use a growing variety of conjunctions, adverbs and prepositions appropriately in writing to express time, place and cause. (E.g. jack tiptoed into the room and stole the magic harp while the giant slept.)
	Can write from memory simple sentences dictated by the teacher with words and punctuation taught so far.	Can write from memory sentences dictated by the teacher with words and punctuation taught so far.	Can write from memory sentences dictated by the teacher with words and punctuation taught so far.
To punctuate accurately	Can begin to use inverted commas to punctuate direct speech - commas not needed at this stage.	Can use inverted commas and other punctuation to indicate direct speech – in shared writing (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”)	Can independently chose when to use inverted commas with punctuation to indicate direct speech – with support (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”)
	Can use apostrophes for contraction most of the time.	Can amend errors in apostrophes with support.	Can amend errors in apostrophes.
	Can use apostrophes to mark singular possession e.g the girl’s bag – most of the time.	Can use apostrophes for plural possession with support (e.g. the girls’ toilet.)	- Can mark apostrophes for single possession (the girl’s name) - Can use apostrophes to mark plural possessions some of the time (e.g. the girls’ toilet)
	Can open with a subordinate clause some of the time.	Can use commas after fronted adverbials some of the time. (E.g. Happily, she skipped across the road.) <i>See further examples of adverbials at end of document.</i>	Can use commas after fronted adverbials in own work (e.g. Happily, she skipped across the road.) <i>See further examples of adverbials at end of document.</i>
To spell correctly	- Can use the following prefixes: un-,dis-, mis-, - Can use the suffix –ly - Can use the following suffixes –ment, –ness, –ful, –less in their writing correctly most of the time.	- Can use the following suffixes –ment, –ness, –ful, –less in their writing - Can use the following prefixes: pre-in-, im-, ir-, sub-, super-, anti-, auto-with support.	- Can make some use of the following prefixes: pre-, in-, im-, ir-, sub-, super-, anti-, auto to correctly spell. - Can spell some common words with silent letters (e.g. knight)
	- Can phonetically spell most familiar common polysyllabic words correctly. - Can spell most homophones correctly.	- Can correctly spell some of the Y3/Y4 word list. - Can phonetically spell some unfamiliar common polysyllabic words correctly – with support.	- Can spell most Y3/Y4 words. - Can phonetically spell unfamiliar common polysyllabic words correctly.
	Can order a word list alphabetically.	Can use the first 2-3 letters of a word to check its spelling on a word list, mat or dictionary with support.	Can use the first 2-3 letters of a word to check its spelling in a dictionary.
To present work neatly	Can join all letters correctly.	Can use the correct height for ascenders and descenders	Can join letters and make sure lower and upper case letters are not mixed within words.

	- Can ensure work is neatly presented. - Can write letters that are regular in size.	Can ensure that all letters – both lowercase and uppercase – are consistently correctly formed.	
To analyse writing	- Can proof read checking for consistency of full stops, capital letters, question marks, exclamation marks and commas in lists. - Can proof read checking for correct use of 'a' or 'an'. - Can suggest improvements to work using grammatical terminology (preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas.)	- Can follow feedback from a peer and improvement work as a direct result. - Can offer constructive feedback to a peer using grammatical terminology (determiner, pronoun, possessive pronoun, adverbial)	Can begin to edit work as they write and share ideas with rest of table – independently seeking advice throughout the lesson using grammatical terminology (determiner, pronoun, possessive pronoun, adverbial)
To write with purpose	Can use formal and informal language in a range of writing that is now becoming consistent.	Can write with some consideration for the audience and purpose – may need support.	Can maintain the formal and informal language used in a piece.
	Can write a wide range of genres including fiction, non-fiction and poetry.	Can write in a way that is lively and interesting – but form may still not be sustained.	Can sustain writing in a way that is lively and interesting.
	Can create own settings, plots and characters with support.	Can create own settings, plots and characters with minimal support.	Can show some awareness of audience and purpose by giving opinion and other elements as appropriate e.g. humour.
To present writing	- Can confidently share writing with range of audiences. - Can participate in speaking and listening activities in a confident manner (e.g. discussions, presentations, performances, role play, improvisations and debates)	Can confidently share writing with range of audiences showing some awareness of volume, tone and intonation.	- Can confidently share writing with range of audiences show awareness of volume, tone and intonation. - Can show awareness of volume and intonation when taking part in speaking and listening activities (e.g. discussions, presentations, performances, role play, improvisations and debates)

Suggested pitch of fronted adverbials and adverbials:

Of frequency: Occasionally, Often, Again

Of time: First, Next, Then, Soon, Yesterday, Today, Tomorrow, Before long, After a while, Later, Later that day,

Of cause: Therefore

Of place: At school, At home, Inside, Outside,